



## **GUIDANCE, INSTRUCTIONS, AND PROGRAM DESCRIPTIONS**

### **CONSOLIDATED FEDERAL & STATE GRANT APPLICATION 2017-2018**

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# GENERAL INFORMATION

## About the CFSGA

The Idaho Consolidated Federal & State Grant Application (CFSGA) serves as an LEA's application for specific program funds. A consolidated approach, instead of separate applications for each of several individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden.

**The CFSGA process does not lessen an LEA's responsibility to comply with the specific legal requirements of the individual programs.** Consult the program descriptions or contact a program coordinator for additional information about the requirements of the individual programs.

Idaho's CFSGA is the application for LEAs to apply for the following funds:

- Title I, Part A - Improving Basic Programs
- Title I, Part C - Education of Migratory Children
- Title II, Part A - Supporting Effective Instruction
- Title III, Part A – English Language Acquisition
- English Learner Program
- Title IV, Part A Student Support and Academic Enrichment (new grant as of 2017-18)
- Title V, Part B - Rural Education Program (former Title VI, Part B - Rural and Low Income schools)

Each of the programs is described in this document. LEAs must prepare and submit the CFSGA using the on-line format available on the SDE website at:

<http://apps.sde.idaho.gov/CFSGA/Home/Home>

You will need to click “Log On” in the upper right corner, using your login credentials for the ISEE portal. Each of the sections of the plan is described below.

## Time Limits and Saving Your Work

*Once you have entered the CFSGA, there is a limited time period during which inactivity is allowed.* After 25 minutes of inactivity, the system will issue a five-minute warning that your session will expire. It will prompt you to reenter your login information to stay logged in to the system. If you do not reenter your information, you will be logged off after 30 minutes. Be sure to hit “Save” frequently at the top of each page, to avoid losing information if your session expires and you are logged out.

## Time Line

**Initial LEA Consolidated Plans must be submitted by June 30<sup>th</sup>.** The LEA intends to begin encumbering newly allocated (2017-18) funds on July 1, 2017. If plans are submitted after July

1, 2017, the 2017-18 funds **may not** be encumbered before the date the plan is submitted in approvable form. CFSGAs submitted before June 30th are considered initial plans for the 2017-18 school year. LEAs will need to revise and resubmit the plan in final form during fall 2017 after school improvement designations, final allocations, and actual carryover amounts are known.

The plan itself is submitted electronically through the website.

### **About the Every Student Succeeds Act (ESSA)**

The Every Student Succeeds Act was enacted December 10, 2015. For information on ESSA, please see information on the SDE Title I-A website at <http://www.sde.idaho.gov/federal-programs/basic/index.html>, under Resource Files > Every Student Succeeds Act (ESSA).

## **COMPONENTS OF THE PLAN**

There are two major components to the CFSGA that are located along the left-side of the screen, once the user is logged in.

### **Links**

- Home Page
- SDE Contacts
- Reports
- Guidance
- Q & A

### **Application Year**

- Current application year- make sure you are in the correct year
- Change year – you can select the application year here
- Prior year

### **District Budget Pages & Program Information**

- Title I-A Improving Basic Programs - Title IX: Homeless Children and Youths is included in Title I-A.
  - Consolidated Schoolwide Budgets
- Equitable Services
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- English Learner Program
- Title III-A English Language Acquisition

- Title III-A Immigration Education Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program
- Combined Budgets
- IDCI Contacts
- Comments
- Submit/Assurance

## SUBMITTING THE PLAN

**IMPORTANT! DO NOT** use the “Submit Application” link located on the left navigation side of the main page until you are completely ready to submit the entire plan to the SDE. The “Submit Application” section of the on-line plan is the last step in completing the plan and submitting it to the SDE. After you have submitted the plan, *you will not be allowed to make further changes* until SDE staff has completed the review of the plan or until the SDE staff reopens your access to the submitted plan.

Once the application is re-submitted, you should see this message (left option under your district’s name) **Status: Submitted**. It means you have successfully submitted your application.

## SDE REVIEW OF THE PLANS

After SDE staff reviews your CFSGA, the contact person designated in the plan will be notified by automated e-mail(s) that the review is complete and will be directed to review the SDE comments. These comments, which may include requested clarifications or revisions of the plan, will be available by selecting the “Comments” link on the main page. If revisions to the plan are necessary, on-line access to the plan will be reopened by the SDE so that the necessary changes can be made. To reopen the Plan, contact the Funding and Accountability Coordinator, Elmira Feather, at [efeather@sde.idaho.gov](mailto:efeather@sde.idaho.gov) or (208) 332-6900.

## GETTING ASSISTANCE WITH THE CFSGA

General questions about the CFSGA submission process should be directed to Elmira Feather at (208) 332-6900 or [efeather@sde.idaho.gov](mailto:efeather@sde.idaho.gov). Specific or programmatic questions should be directed to the program contacts shown below:

Program Area	Program Contacts
Federal Programs	Karen Seay, Director (208-332-6978) <a href="mailto:kseay@sde.idaho.gov">kseay@sde.idaho.gov</a>
English Learner & Migrant Education	Dr. Christina Nava, Director (208-332-6876) <a href="mailto:cnava@sde.idaho.gov">cnava@sde.idaho.gov</a>
Student Engagement, Career & Technical Readiness Department	Matt McCarter, Director (208) 332-6961 <a href="mailto:mamccarter@sde.idaho.gov">mamccarter@sde.idaho.gov</a>
Title I-A Improving Basic Education	Kathy Gauby, Coordinator (208-332-6889) <a href="mailto:kgauby@sde.idaho.gov">kgauby@sde.idaho.gov</a>
Title I-C Migrant Education	Sarah Seamount, Coordinator (208-332-6958) <a href="mailto:sseamount@sde.idaho.gov">sseamount@sde.idaho.gov</a>
Title II-A Supporting Effective Instruction	Teresa Burgess, Coordinator (208-332-6891) <a href="mailto:tburgess@sde.idaho.gov">tburgess@sde.idaho.gov</a>
Title III-A Language Instruction for English Learners & Immigrant Students	Alissa Metzler, Coordinator (208-332-6905) <a href="mailto:ametzler@sde.idaho.gov">ametzler@sde.idaho.gov</a>
Title IV-A Student Support and Academic Enrichment	Matt McCarter, Director (208) 332-6961 <a href="mailto:mamccarter@sde.idaho.gov">mamccarter@sde.idaho.gov</a>
Title I-D Neglected, Delinquent, or At-Risk; Title V-B Rural Education Program; Title IX Homeless Children and Youths	Tina Naillon, Coordinator (208-332-6904) <a href="mailto:tmnaillon@sde.idaho.gov">tmnaillon@sde.idaho.gov</a>
School Improvement/Educator Effectiveness	Tyson Carter, Coordinator (208-332-6917) <a href="mailto:tcarter@sde.idaho.gov">tcarter@sde.idaho.gov</a>
Family and Community Engagement (FACE) Foster Care	Jill Mathews, Coordinator (208-332-6855) <a href="mailto:jmathews@sde.idaho.gov">jmathews@sde.idaho.gov</a>
Funding and Fiscal Accountability	Elmira Feather, Coordinator (208-332-6900) <a href="mailto:efeather@sde.idaho.gov">efeather@sde.idaho.gov</a>
Equitable Services Ombudsman School Choice	Michelle Clement Taylor, Coordinator (208-332-6963) <a href="mailto:mtaylor@sde.idaho.gov">mtaylor@sde.idaho.gov</a>

## EQUITABLE SERVICES TO PRIVATE SCHOOLS STUDENTS

**Equitable Services** - Equitable opportunity for participation of children attending private schools is required in federal programs.

LEAs are required to contact appropriate officials of all private schools within the LEA's boundaries on an annual basis to determine participation and to consult with private school officials regarding services to be provided to private school children and teachers.

Requirements for consultation with private schools include meetings of LEA and private school officials that must occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate. Consultation must include a discussion of service delivery mechanisms the LEA can use to provide equitable services to eligible private school children. To insure timely and meaningful consultation, the LEA must consult with appropriate private school officials.

LEAs must be sure to plan for private school participation in their budgets. Known private schools are included in the school list on the [Equitable Services](#) page. You can access the Equitable Services page from the Federal Programs page: <http://www.sde.idaho.gov/federal-programs/index.html>, click on "Equitable Services" box. LEAs should notify the department of any changes in the status of their private schools, including the addition of any new private schools.

**Important:** Title I-A Allocation to Schools tab **MUST** be completed before moving to Equitable Services. The Allocation to Schools tab includes all data necessary for Title I-A and Title II-A Equitable Services to Private Schools calculations.

Title I-A mandates that LEAs receiving funds provide services on an "equitable" basis to private school students residing in their jurisdictions. It also requires equitable inclusion of private school parents and teachers in parent involvement and professional development activities.

## ABOUT TITLE I-A IMPROVING BASIC PROGRAMS

Title I-A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides LEAs with extra resources to help improve education in high-poverty schools and to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. ESSA incorporates major education reforms, particularly in the areas of assessment, accountability



and school improvement.

### **Program Purposes**

- Supports schools and LEAs in providing high quality opportunities for students in high poverty schools to meet challenging State content and performance standards.
- Promotes extending learning time in accelerated rather than remedial classes through new provisions.
- Expands eligibility for schools to operate Schoolwide Programs that serve all children in high poverty schools.
- Supports achievement of effective transitions: preschool to school, elementary to middle school, middle school to high school, and school to work.
- Establishes accountability based on results, drawing data from the Statewide assessments and reducing duplicate testing.
- Increases effective parental participation.
- Assures fair and equitable participation of private school students.
- Supports coordination with health and social services and other programs.

### **Funding**

Funds are distributed to schools based on the number of low-income children rather than on achievement scores. Grant allocations are based primarily on data provided to the U.S. Department of Education by the U.S. Bureau of the Census. Title I-A funds are allocated to LEAs through four statutory formulas—Basic, Concentration, Targeted, and Education Finance Incentive Grants.

- Funds are provided to supplement State and local efforts and may not be used in a manner that supplants regular education responsibilities and programs. LEAs must use Title I-A funds to pay for supplemental educational services to enable all students to meet challenging State standards.
- Funds are to be used to create opportunities which extend learning time, minimize pull-out programs that remove children from the classroom, support instructional programs of advanced rather than rote skills, implement accelerated curriculum strategies rather than remedial drill and practice, and which use evidence based strategies.

### **Models**

- *Schoolwide Programs.* Schools that have a high percentage of low-income students can operate “Schoolwide Programs,” in which Title I-A funds can be used to benefit the educational program for the school’s entire student population. The poverty threshold for Schoolwide planning is 35 percent. A one-year planning period is recommended to become a Schoolwide Program school.

Schoolwide Programs must have a plan approved by the LEA and acknowledged by the SDE before operating as a Schoolwide School.

- *Targeted Assistance Programs.* Other Title I-A schools are called Targeted Assistance schools. Students must be prioritized by greatest need, and those most at-risk for failure must be served first. Students identified for supplemental intervention in a targeted assistance program, must be identified based on multiple, educational, objective criteria.

### **Eligibility**

- A child who is homeless and attending ANY school in the LEA is eligible for Title I-A services.
- Any child who has been in a Neglected or Delinquent institution or facility is automatically eligible for Title I-A services.
- Any child who has received services in a Migrant Education program in the last two years automatically qualifies for Title I-A services.

## **TITLE I-A IMPROVING BASIC PROGRAMS INSTRUCTIONS**

It is generally a good idea to complete the Title I-A Allocation & Set-Asides section of the plan before completing the Title I-A Budget section of the plan. Knowing the amounts of required Title I-A set-asides and the participation status of each school is necessary in order to prepare accurate budgets for the program.

### **The Title I-A Allocations & Set Asides Tab**

It is divided into two main steps:

- Allocations & Carryover
- Calculating the required Title I-A set-asides in order to determine the amount available for school-level programs

Each of the steps is described below.

**Calculating the required Title I-A set-asides** - the current allocation amount is shown for Title I-A. Remember that until final allocations are determined in the fall, these amounts are an estimate. If additional reallocated funds become available later in the year, they will be added automatically at that time.

Enter the estimated amount of carryover from the previous year for regular funds or use the

optional carryover calculator link provided in the budget tab for each program. The carryover calculator is a tool designed to assist districts in estimating the correct carryover amount. The carryover amount is an unobligated balance as of September 30th. This amount must be revised in the fall when the actual amount of unexpended prior year funds is known. Carryover for the Title I-A program is limited to 15% of the previous year allocation, including any funds from other ESSA programs under the transferability authority in Title V, Part A of the ESSA. It does not include carryover funds from the preceding year, or funds that the SDE may have reallocated. If Title I-A regular carryover exceeds the allowable 15%, a waiver may be requested once every three years in the “District Comments” section of the CFSGA.

From the current year allocation available for Title I-A, funds must be reserved (set-aside) for the purposes listed below when applicable to the LEA. These set-asides must be calculated before determining the amounts to be allocated to individual schools.

*Note: The set-aside percentages are to be calculated on the current year’s allocation amount only, not on the total, which may include previous year carryover and reallocated amounts. The on-line system may provide warnings or error messages if the set-aside amounts are not correct.*

Because the set aside of funds by a district will reduce the funds available for distribution to participating areas and schools, the district must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what set-asides are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Title I-A programs.

A district must also ensure that it provides equitable services to private school children from Title I-A funds reserved “off the top” for district-wide instructional programs. If the district creates set-asides for district-wide instructional programs, the equitable services requirement applies. Title I-A regulations requires that, if an LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The district bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas. For more information on equitable services visit <http://www.sde.idaho.gov/federal-programs/index.html>, or contact the Title I-A Coordinator or Equitable Services Ombudsman.

***The set-asides that may be applicable for Title I-A funds are:***

- Homeless Education: The Homeless Education set-aside is required of all districts and should be based on the needs of children and youth experiencing homelessness in the district. One-quarter of one percent is the minimum a district may set-aside, however based on need, a greater amount may be needed. These funds are first used to serve homeless children that attend non-Title I schools.
- Neglected: Funds to serve children in local institutions for neglected children, if applicable. (If this set-aside applies to your LEA, the amount will be shown for you.)
- Parent Involvement: 1% of allocation for parent involvement activities is required if the LEA allocation is over \$500,000. This set-aside is highly recommended for all LEAs, although LEAs with allocations less than \$500,000 are not required to set aside the specific 1% amount. **Ninety percent of any funds set-aside for parent involvement must be distributed to schools. *Equitable amounts must also be provided for participating private school parents and teachers.***
- Teacher Incentives - Optional: To provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I schools identified as school improvement for the purpose of attracting and retaining qualified and effective teachers. In making this reservation, the LEA cannot reserve more than 5% of Title I funds. However, it may reserve “such funds as are necessary” from the Title II, Preparing, Training and Recruiting Teachers and Principals program for this purpose. This set-aside is optional.
- Administrative Costs: Up to 10% of allocation to cover administrative costs of serving public and private school children (including excess capital costs for serving private school children). Administrative costs must be budgeted in the Title I-A Budget tab, *100 Salaries* and *200 Benefits*. Other special personnel costs, such as seniority pay differentials, may also be included as LEA-wide administrative costs in the Administration Set-Aside row. If the district is using general funds to administer the Title I program, please make a comment in the “Comments Section” of the CFSGA. Additional information will be required if the LEA’s total administration set-aside, including seniority pay differentials, exceeds 10% of the total allocation.
- Equitable Services for Private Schools: Title I, Part A (Improving Basic Programs). Proportionate share must be calculated BEFORE (off the top) any allowable expenditures and transfers by the LEA. This amount is calculated and automatically transferred to the allocation and set asides budget and to the budget from the Equitable

Services page.

- **Indirect Costs:** Indirect costs may be set aside only if the LEA has an approved restricted indirect cost rate for 2016-17. LEAs with an approved rate will see the rate shown next to the 800 object code on the Title I-A budget tab.
- **Other Activities:** In this box is where you would tell us what you are doing with the set-aside, such as: summer school, professional development, extended day program, early childhood education, transportation for students in foster care, etc.

The on-line system may provide warnings if the set-aside amounts do not follow the guidance.

### **Allocation to Schools Tab**

Complete the data for all of the public schools shown (including LEA sponsored charter schools). For each listed school, enter the March count (from the current school year) of school-age children in the school's attendance area. Students attending private schools should be included in the count of a participating Title I-A school that the private school students would have attended if they were enrolled in public schools. Under certain circumstances, the actual enrollment, rather than the attendance area total, can be used.

Enter the number of low-income students in each school attendance area. The number of enrolled students and the number of low-income students should be the same as the numbers of students reported to the SDE for the free and reduced-price school lunch program for March.

Next, select the school's Title I-A eligibility from the drop-down list. A school is eligible for Title I-A funds if any of the following apply:

- **35% rule** – A school is eligible if any school or school attendance area has at least 35% poverty.
- **School poverty** – A school may be eligible if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of low-income children in the district attendance area.
- **Feeder pattern** – A school may be eligible if a sufficient percentage of low-income children are projected on the basis of the average poverty rate of the school attendance areas that feed into that school. If feeder pattern is used, the projected number of low-income children should be entered.
- **Special exception** – A non-eligible school or area may be served for one additional year if it was eligible the preceding year.

*Note: It may be necessary to re-enter this section after the ranking of all schools is complete in order to select a different type of school eligibility.*

Next, select the type of program: Not Serving, Targeted Assistance, Schoolwide, or Consolidated Schoolwide (this last option is for a school with an approved Schoolwide program plan that is consolidating funds to run a Schoolwide program). The Consolidated Schoolwide option requires completing a budget form that is provided on the left-hand navigation toolbar: *Consolidated Schoolwide Budgets*. A school receiving Title I-A funds should be shown as a Targeted Assistance school unless the school has been designated by the SDE as an approved Schoolwide Program. **A school in Schoolwide Planning must designate the schools as Targeted Assistance and continue to operate as a Targeted Assistance school until the Schoolwide plan is acknowledged by the SDE.**

Next, select the anticipated school improvement status of the school for 2017-18. The improvement status may need to be revised after final school improvement determinations have been made. School Improvement statuses: Met All Targets, Missed One or More Targets, Priority School, or (Comprehensive School\*).

**\*Note:** Previously identified priority and focus schools may have remaining school improvement funds and continue implementing improvement strategies during the 2017-18 school year. Comprehensive Support school identification will occur during the 2017-18 school year. Targeted Support school identification will occur during the 2018-19 school year.

**Allocating school-level actual allocation (ranking and serving schools)** – The on-line system automatically ranks each school according to the percentage of children from low-income families. The actual planned allocation for each school should be entered for each school that will be served by Title I-A.

- Suggested allocations for each school are automatically calculated and shown by the CFSGA. Suggested amount can be overridden, based on needs.
- Total Per-Pupil Allocation (**PPA**) = Actual School Allocation divided by the number of Low Income Students. Per-pupil amount (PPA) may vary by school, as long as higher per-pupil allocations are provided to schools with higher percentages of children in poverty (either across the LEA or by grade span groupings), and do not exceed the amount allocated to any area or school above 75% poverty.

### **Ranking Order**

1. LEAs must provide Title I-A services to all schools over 75% poverty before serving any

school at or below 75% poverty

- Strictly by poverty rate
- Without regard to grade span

2. May include high schools 50% or above poverty (New under ESSA)

- The LEA may serve a High School with lower poverty before an Elementary School with higher poverty

3. Then Rank and Serve at or below 75% poverty

- May rank by grade span  
OR
- May rank across the entire LEA.

**Exceptions:** LEAs with fewer than 1,000 students or with only one school per grade span are exempt from ranking.


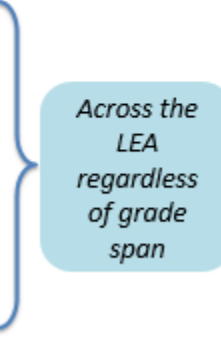
**Examples:**

### ***ALLOCATION TO SCHOOLS TAB*** **Example –ranking per grade span**

<b>Above 75% : By poverty, regardless of grade span</b>	<b>LI %</b>	<b>PPA</b>	
<b>~Mandatory~</b>			
Lincoln Elementary School K-5	90.00%	\$700	} <b>Mandatory</b>
Jackson High School 9-12	89.00%	\$690	
Grant Middle School 6-8	75.01%	\$650	
<b>Above 50%: High Schools Only (new) ~Optional~</b>		<b>PPA</b>	
Middleton High School 9-12	55.00%	\$600	} <b>Yes, you may serve a HS with lower poverty before an Elementary School with higher poverty!</b>
River High School 9-12	50.01%	\$550	
<b>Other Schools ~Per Grade Span~</b>		<b>PPA</b>	
Green Tree Middle School 6-8	73.00%	\$500	} <b>Per grade span 6-8</b>
Apple Tree Middle School 6-8	50.00%	\$490	
Jefferson Elementary K-5	69.00%	\$550	} <b>Per grade span 9-12</b>
Adams High School 9-12	50.00%	\$400	
Washington High School 9-12	49.00%	\$300	

## ***ALLOCATION TO SCHOOLS TAB***

**Example: Ranking across entire LEA regardless of grade span**

Above 75% : By poverty, regardless of grade span	LI %	PPA	
Lincoln Elementary School K-5	90.00%	\$700	
Jackson High School 9-12	89.00%	\$690	
Grant Middle School 6-8	75.01%	\$650	
All Other Schools 75% or below		PPA	
Green Tree Middle School 6-8	73.00%	\$750	
Jefferson Elementary K-5	69.00%	\$690	
Middleton High School 9-12	55.00%	\$550	
River High School	50.01%	\$400	
Apple Tree Middle School	50.00%	\$350	
Adams High School 9-12	50.00%	\$350	
Washington High School 9-12	49.00%	\$300	

### **Additional Information**

- LEAs may skip an eligible school if it can be demonstrated that the school is receiving supplemental funds from other state or local sources that are also spent according to the requirements of Title I-A.
- If remaining funds are not sufficient to fully fund the next lower ranked eligible school, the LEA may serve the school if it can be demonstrated that the amount allocated is sufficient to enable children to make adequate progress toward meeting the State's performance standards.
- If an LEA chooses to fund the school with a poverty level *below* 35%, then the PPA amount allocated to other eligible schools should be at least **125%** of the PPA the LEA received that year.

The on-line system will provide a warning if the total of the school allocations do not equal the total available to schools calculated on the Allocation & Set Asides tab.

### **Additional resources**

For additional details about the selection and funding of eligible Title I-A schools, view the U.S. Department of Education's non-regulatory guidance at:

[www2.ed.gov/programs/titleiparta/wdag.doc](http://www2.ed.gov/programs/titleiparta/wdag.doc)



## Title I-A Budget Tab

Allocations, carryover, reallocated funds and their total will be pre-populated from the Allocation & Set Asides tab. The expenditure descriptions must align with the Allocation & Set Asides tab, as well as with the activities described in the Action Plan tab.

Enter planned expenditures for each applicable object code. If you are unsure how a specific expenditure should be classified, check with the LEA business manager.

- **Salaries and Benefits** Include Administrative Costs from Allocation & Set-Asides tab.  
*Schoolwide:* as identified in the schoolwide plan/annual program evaluation for increasing student achievement.  
*Targeted Assistance:* teachers and paraprofessionals paid with Title I funds and identified to work with students on the targeted rank order list for supplemental instruction (during the school day; before/after school; summer program; preschool program).
- **Purchased Services (non-travel)**  
*Schoolwide:* as identified in the schoolwide plan/annual program evaluation: upgrade the curriculum for entire school; improve school climate “general aid” for educational purposes.  
*Targeted Assistance:* computer equipment; basic medical equipment, i.e. glasses, hearing aids (IF funding is not otherwise available); substitutes for Title I personnel.
- **Professional Development**  
*Schoolwide:* activities for staff as identified in the schoolwide plan/annual program evaluation for increasing student achievement.  
*Targeted Assistance:* activities for Title I staff and for the regular classroom teachers of Title I students.
- **Travel for Professional Development**  
*Schoolwide:* travel as identified in the schoolwide plan/annual program evaluation for increasing student achievement.  
*Targeted Assistance:* travel activities for Title I staff.
- **Supplies and Materials**  
*Include Homeless and Parental Involvement set-aside amounts from Allocation & Set-Asides tab*  
*Schoolwide:* as identified in the schoolwide plan/annual program evaluation for increasing student achievement.  
*Targeted Assistance:* Tier II instructional materials; progress monitoring tools; (screeners

to determine who needs Tier II is not an allowable expense).

- **Indirect Costs**

It may be claimed only if the LEA has an approved restricted indirect cost rate for 2017-18. LEAs with an approved rate will see the rate shown next to the 800 object code.

It is important to include and describe the planned expenditures for each Title I-A set-aside shown in the Title I-A Allocation & Set Asides tab, such as homeless services, parent involvement, professional development both at the LEA and **school level**, etc. The expenditure descriptions must also align with the objectives and action strategies described in the Action Plan tab. The Allocation & Set Asides tab and the Title I-A Budget tab *must* be in agreement.

Title I-A supplies and materials (instructional materials and consumables) should be limited to no more than 5% of the total. Title I-A capital objects (fixed assets) should also be limited to no more than 5% of the total.

Up to 10% of the Title I-A allocation may be budgeted for administrative costs, such as program director's personnel costs, administrative travel, administrative supplies, and indirect costs, if applicable. Other special personnel costs such as seniority pay differentials may also be included as LEA-wide administrative costs in the Administration Set-Aside row. Additional information may be required if the LEA's total administration set-aside including seniority pay differentials exceeds 10% of the total allocation. If the district is using general funds to administer the Title I program, please make a comment in the Comments Section of the CFSGA.

### **Action Plan Tab**

Read all statements before marking "Yes" or "No" for each section. Explain any indicators marked "No" in the text box provided. Mark "NA" for any section that does not apply. Continue for each section under the Action Plan tab.

### **Certification Tab**

Read the assurances under this tab. These assurances include Title I-A federal program assurances and the assurance for the McKinney-Vento Homeless Education program. Complete the Electronic Signature section at the bottom of the page, which will date stamp and identify the person signing the assurances.

### **Charter School Participation**

For federal program participation, charter schools within an LEA are to be considered in the

same fashion as all other public schools in the LEA. Charter schools that have been designated as LEAs receive separate allocations and are not included in a local school district's CFSGA.

Specific rules apply to participation by new charter schools and to charter schools that have significantly increased enrollment. LEAs may wish to contact an SDE program staff member for additional assistance about properly serving charter schools. More detailed guidance concerning charter school participation in the CFSGA programs is available by contacting an SDE program contact person or by visiting:

<https://www2.ed.gov/programs/charter/charterguidancetitle1accessible.doc> and  
<https://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc>.

## **TITLE I-C – MIGRANT EDUCATION PROGRAM**

### **Overview**

The purposes of the migrant education program are to:

- To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
- To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
- To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- To help migratory children benefit from State and local systemic reforms.

### **Allowable Activities**

In relation to Migrant expenditures, Section 1306(b) requires that:

- Activities and services funded must comport with the results of the comprehensive statewide needs assessment (CNA) and the requirements of the comprehensive service delivery (SDP) plan. (Identified in the Strategies and MPOs section of the CFSGA.)
- Local Education Agencies (LEAs) must first use MEP funds to meet the identified needs of migrant children that result from their migrant lifestyle, and to permit these children to participate effectively in school.
- In general, LEAs must use MEP funds to meet the needs of migrant children that are not addressed by services available from other Federal or non-Federal programs.
- MEP funds must be used to **FIRST** provide services to migratory children who are failing, or most at risk of failing, to meet the State's challenging State content standards and State student performance standards or who have dropped out of school, and who have made a qualifying move within the previous year. These Migrant students are identified as "Priority for Services" or PFS.

### **Types of Services**

Title I-C funds may be used to provide the following types of services:

- Instructional services (e.g., educational activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school, services to migratory children who have dropped out of school, etc.); and
- Support services (e.g., educational related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families; necessary educational supplies; transportation, etc.).
- Referrals to non-district agencies and organizations that provide services to migrant families (e.g. health services, assistance with utilities, clothing and household items, legal services, etc.)
- Other allowable activities (e.g., Identification and recruitment, PAC and other parent involvement activities, professional development of school personnel, coordination activities with other agencies, family literacy programs, integration of information technology, transition of secondary school students to postsecondary education or employment, comprehensive needs assessment activities, program evaluation activities)
- Districts that have applied for indirect cost rates and been approved can take that proportionate amount as well.

## **TITLE I-D SUBPART 2, NEGLECTED OR DELINQUENT AND AT-RISK YOUTH**

### **Program Purposes**

- Improve educational services in local and state institutions for Neglected or Delinquent children and youth to provide them opportunity to meet the same challenging state academic achievement standards all children are expected to meet.
- Provide Neglected or Delinquent children and youth the services needed to make a successful transition from institutionalization to further schooling or employment.
- Prevent at-risk youth from dropping out of school and provide them, as well as those returning from institutions, with support systems to continue their education.

### **Overall Requirements**

LEAs must:

- Be the fiscal agent for the Neglected/Delinquent institution or facility and oversee all program components and requirements.
- Submit annual survey count of eligible students residing in a Neglected/Delinquent institution or facility within the LEA to the SDE by November 30<sup>th</sup> for the following school year.
- Submit one annual Neglected/Delinquent Application, which includes all Neglected/Delinquent facilities, for approval to the SDE by June 30<sup>th</sup>.
- Submit separate annual Neglected/Delinquent Evaluations for each facility to the SDE by August 15<sup>th</sup>.
- Use Evaluation results to plan and improve subsequent programs, and to improve the number of students returning to high school or to reduce the dropout rate. Transitional programs should be a high priority.

### **Neglected**

Funds are included in the LEA's basic Title I-A allocation based on the program designation and survey count submitted each December, and are set aside from the amount made available to public schools. The application is the same as the one required for Delinquent institutions and due to the SDE for approval by June 30<sup>th</sup>.

## **Delinquent**

A separate allocation is made based on the program designation and survey count submitted each December. The application is the same as the one required for Neglected institutions and due to the SDE for approval by June 30<sup>th</sup>.

## **Getting assistance with the Neglected or Delinquent application**

LEAs with Neglected/Delinquent institutions should access their Application, Evaluation, and Surveys on the SDE website at <http://apps.sde.idaho.gov/NeglectedAndDelinquent>. Contact Tina Naillon at [tmnaillon@sde.idaho.gov](mailto:tmnaillon@sde.idaho.gov) or (208) 332-6904 for additional information.

# **TITLE II-A: SUPPORTING EFFECTIVE INSTRUCTION**

## **Overview**

The purpose of Title II-A is to provide sub-grants to Local Education Agencies (LEA) to:

1. Increase student academic achievement consistent with the challenging state standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. (2001)

## **Allowable Activities**

- Providing innovative professional development activities that improve the knowledge of teachers and principals, and, where appropriate, paraprofessionals;
- Tenure reform, merit pay, and testing of elementary and secondary school teachers in the subject areas taught by such teachers;
- Recruiting, hiring, and retaining effective teachers, principals, and pupil services personnel; including scholarships, signing bonuses or other financial incentives, such as differential pay; and mentoring to teachers and support for novice teachers and principals;

## **Major Features of Title II-A**

- *Flexibility* - Allows LEAs flexibility to allocate funds among professional development, mentoring, and other teacher quality activities.

- *Addresses All Academic Subject Areas* - There is no priority for any particular curricular area (i.e., mathematics and science). Activities and expenditures must be based upon the results of a local needs assessment.
- *Needs Assessment* - LEAs must conduct an assessment of local needs for professional development and hiring, as identified by LEA and school staff. The needs assessment is required to be conducted with the involvement of teachers, including teachers participating in programs under Title I-A. The assessment must take into account, among other things, the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, to provide students with the opportunity to meet challenging State and local student academic achievement standards.
- *Local Uses of Funds* - In addition to teacher preparation, training, and professional development, allowable local activities include teacher and principal recruitment and retention initiatives, signing bonuses and other financial incentives, teacher and principal mentoring, reforming tenure systems, merit pay, teacher testing, and pay differentiation initiatives.
- *Class-Size Reduction* - Title II, Part A funds may be used to reduce class size **if** the initiative has been based on a needs assessment **and** meets the criteria listed below which have been established by scientifically based evidence and research.

**The impact on student achievement must be measurable.**

1. Based on a Needs Assessment
2. Reduces Class to 17 or fewer students
3. In grades K-3
4. Taught by a properly endorsed and certified teacher with a history of success
5. School with at-risk population of students
6. Reduced class size for cohort group of students for at least two years

**Private Schools**

Private school teachers may participate on an equitable basis with public school teachers in professional development activities under Title II-A. However, private schools may not participate in class size reduction activities.

# **STATE ENGLISH LEARNER (EL) PROGRAM - LANGUAGE INSTRUCTION FOR ENGLISH LEARNER AND IMMIGRANT STUDENTS**

## **Overview**

For the State EL program, a student may be considered as EL, if they have a home language other than English and score below a 5.0 Composite proficiency level and 4.0 each domain test on a state-approved English language proficiency assessment screener test. All students who qualify for services (L1, LE, EW) and take the annual English language proficiency assessment (ACCESS 2.0) are counted for state and federal funding purposes. However, the U.S. Department of Education has clearly stated that no students can receive funds if they have exited the EL program (X1, X2) and are on the two-year federally mandated monitoring status.

## **Program Purposes**

State EL funding enables districts to provide core English Language Development (ELD) services required under Title VI of the Civil Rights Act of 1964 to provide “core language instruction educational programs and services for limited English learner students.” The EL program must meet LAU (1974) requirements which state “Under these state-imposed standards there is no equality of treatment merely by providing the same facilities, textbooks, teachers and curriculum for students who do not understand English effectively.” And Castañeda (1981) requirement which includes a three-part test formulated by the Fifth Circuit Court of Appeals. The three-part test includes the following criteria:

- 1) It must be based on “a sound educational theory.”
- 2) It must be “implemented effectively,” with adequate resources and personnel.
- 3) After a trial period, it must be evaluated as effective in overcoming language barriers.

## **State EL Allocation**

The State EL program allocation is determined annually by the Legislature. The budget is finalized by the end of the Legislative session and funds are appropriated into the SDE budget. The SDE administers and distributes State EL program funding. The number of EL students tested during the annual ACCESS 2.0 assessment determines district allocations. Data Recognition Corporation (DRC) reports the EL student count by district annually to the SDE in May. EL status X1 and X2 students are not included in the calculations for funding. Districts are notified of their preliminary allocation in April and final allocations in late May. Districts do not need to request State EL funds specifically, as funds are distributed by the end of October to each district with an approved State EL plan.



# **TITLE III - LANGUAGE INSTRUCTION ENGLISH LEARNERS AND IMMIGRANT STUDENTS**

## **Overview**

Title III provides LEAs with extra resources to help improve English language and academic content instruction for English Learners (EL) students to ensure these children have the same opportunity as other children to meet challenging State and local linguistic and academic standards. LEAs must use Title III funds for activities that are based on scientifically-based research, which means they have been proven to be effective in meeting the needs of this particular population of students.

## **Program Purposes**

To ensure that EL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide and sustain high-quality instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings.

- To promote parental and community participation in language instruction educational programs for the parents and communities of English learners.
- To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

## **Funding**

Funds are allocated to LEAs through a non-competitive sub-granting formula which is based on the number of EL students tested during the annual English language proficiency assessment (ACCESS 2.0, Alternate ACCESS). Data Recognition Corporation (DRC) reports the EL student count by district annually to the SDE in May. EL status X1 and X2 students are not included in the calculations for funding. Districts are notified of their preliminary allocation in April and final allocations late May. LEAs use Title III funds to implement language instruction educational programs designed to help EL students achieve local and State linguistic and academic standards. Funds are also used to provide high-quality professional development in language acquisition to all staff working with EL students.

## TITLE III IMMIGRANT FUNDS

District eligibility for Title III Immigrant funds is calculated according to the following formula: a significant increase of immigrants reported, over the average increase of immigrants in the district in the past 2 years. Only districts that qualify for Immigrant funds will be eligible to submit an application for funding. These funds will be allocated through a competitive grant process.

### **Accountability**

State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

## TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT

### **Overview**

#### ***Title IVA priorities***

- ✓ Providing a well-rounded education
- ✓ Supporting safe and healthy students
- ✓ Supporting the effective use of technology

- Allocations to Local Education Agencies (LEAs- school districts / charter schools) include a base amount of \$10,000, with the remainder pro-rated based on a district's Title I, Part A allocation from the previous year.
- Any LEA receiving a formula allocation above \$30,000 must conduct a needs assessment AND expend 20% of its grant on safe and healthy school activities and 20% to provide a well-rounded education. The remaining 60% of the money can be spent on all three priorities (including technology).
- There is a 15% spending cap for technology devices, equipment, software and digital content.
- If a district receives an allocation below \$30,000, the needs assessment is not required nor is specific allocations for safe and healthy students or well-rounded education. However, the LEA must expend funding on one of the three priorities.
- Regardless of the allocation (above or below the \$30,000 mark), the 15% cap on technology still applies.
- Multiple LEAs may apply as a consortium through a single application.

## LEA Applications

### LEA Applications Must Include:

- A description of how the application was developed through consultation with parents and stakeholders.
- A description of the activities and programming (specific to the IVA priorities).
- A description of the partnerships related to the activities and programming.
- A description of how funds will be used to support the IVA priorities listed above including program objectives and intended outcomes.
- How the LEA will conduct a periodic evaluation of effectiveness.

### Assurances (including, but not limited to)

- LEAs will prioritize the distribution of funds to schools based on the greatest needs, including
  - Students from families below the poverty level
  - Neglected and delinquent students
  - Students in foster care
  - Are identified for comprehensive support
  - Are identified for targeted support
  - Are persistently dangerous

Title IVA Priorities	Example Activities / Programs
1.) Provide all students access with access to a well-rounded education  >\$30K = needs assessment and 20% in this category	<ul style="list-style-type: none"><li>• Focus on underserved sub-populations</li><li>• Establish new, or strengthen existing high-quality courses (music, art, foreign languages, Advanced Opportunities support, college advising, history, physics, environmental education, civics, STEM, field trips)</li><li>• Professional development for teachers</li><li>• Expeditionary learning events (focus on nature, culture, geography, Idaho history, college campuses, libraries, etc...)</li></ul>
2.) Improve conditions for student learning  >\$30K = needs assessment and 20% in this category	<ul style="list-style-type: none"><li>• Reduction of exclusionary discipline</li><li>• Evidence- based mental health awareness programs</li><li>• Staff training around community resources for mental health services</li><li>• De-escalation of crisis situations</li><li>• School-based counseling / mental health programs</li><li>• Health and safety practices in school / athletic programs</li><li>• Student safety / violence prevention through effective</li></ul>

	communication <ul style="list-style-type: none"> <li>• Bullying prevention</li> <li>• Suicide prevention</li> </ul>
3.) Improve the use of technology in order to improve the academic achievement and digital literacy of all students  15% cap on software, equipment & devices	<ul style="list-style-type: none"> <li>• Universal design for learning integration</li> <li>• Supporting teachers to use data to inform instruction</li> <li>• Provide rural and remote areas access to high quality digital learning opportunities</li> <li>• Effective integration of technology and open educational resources</li> <li>• Digital literacy / citizenship</li> </ul>

### Simplified Logic Model Example

**Goal:** increase the production of healthy vegetables in my garden

**Objective:** reduce the number of weeds in my garden bed

**Activity:** procure a goat and put it in my garden to eat the weeds

**Measurement:** count the number of weeds before and after the goat

**Outcome:** increased yield of fresh, robust vegetables

For more information on Student Support and Academic Enrichment Grant visit:

<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>.

## FUNDING TRANSFERABILITY (TITLE V-A)

The purpose of Title V, Part A is to allow Local Education Agencies (LEAs) the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of the localities. (5102)

Once you click on the funding transferability tab, you'll see a table with several options (transferred to and from). In the table, provide the total amount of transferred funds to and from each eligible program.

## TITLE V-B RURAL EDUCATION PROGRAM

### Program Purposes

- To provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Applicants do not compete but rather are entitled to funds if they meet basic eligibility requirements.

- Awards are issued annually to State Education Agencies (SEA), which make sub grants to Local Education Agencies (LEA) that meets the applicable requirements.

### **Eligibility**

A LEA is eligible if:

- 20 percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line;
- All schools served by the LEA have a school locale code of 6, 7, or 8 (assigned by the US Department of Education's National Center for Education Statistics; and
- The LEA is not eligible to participate in the SRSA program.

### **Funding**

Allocations are made according to a formula based on the number of students in average daily attendance reported in the fall of 2016 served by the eligible local educational agencies.

### **Projects/Use of Funds tab**

Please select all radio buttons that apply to your application as to which activities you will be using your RLIS funds. You will then need to complete Activities/Objectives and Goals narrative boxes for each allowable use of funds. Please be specific when completing the narratives.

### **Budget tab**

Your allocation will be pre-populated for you if you are receiving RLIS funds. You will use the new carryover calculator to add in your carryover. Enter planned expenditures for each applicable object code. If you are unsure how a specific expenditure should be classified, check with the LEA business manager.

### **Evaluation tab**

This tab will be used in submitting your evaluation due June 30th. You will receive a notice at least 15 days before the due date from the program coordinator letting you know that your plan has been open and ready for you to complete and submit your evaluation for the year.

### **Supporting Documents tab**

Use this tab up upload supporting documents for goals met. Examples: meeting sign-in sheets, professional developments registration receipts and agendas, student data, etc.

## CONTACT INFORMATION

Program Area	Program Contacts
Federal Programs	Karen Seay, Director (208-332-6978) <a href="mailto:kseay@sde.idaho.gov">kseay@sde.idaho.gov</a>
English Learner & Migrant Education	Dr. Christina Nava, Director (208-332-6876) <a href="mailto:cnava@sde.idaho.gov">cnava@sde.idaho.gov</a>
Student Engagement, Career & Technical Readiness Department	Matt McCarter, Director (208) 332-6961 <a href="mailto:mamccarter@sde.idaho.gov">mamccarter@sde.idaho.gov</a>
Title I-A Improving Basic Education	Kathy Gauby, Coordinator (208-332-6889) <a href="mailto:kgauby@sde.idaho.gov">kgauby@sde.idaho.gov</a>
Title I-C Migrant Education	Sarah Seamount, Coordinator (208-332-6958) <a href="mailto:sseamount@sde.idaho.gov">sseamount@sde.idaho.gov</a>
Title II-A Supporting Effective Instruction	Teresa Burgess, Coordinator (208-332-6891) <a href="mailto:tburgess@sde.idaho.gov">tburgess@sde.idaho.gov</a>
Title III-A Language Instruction for English Learners & Immigrant Students	Alissa Metzler, Coordinator (208-332-6905) <a href="mailto:ametzler@sde.idaho.gov">ametzler@sde.idaho.gov</a>
Title IV-A Student Support and Academic Enrichment	Matt McCarter, Director (208) 332-6961 <a href="mailto:mamccarter@sde.idaho.gov">mamccarter@sde.idaho.gov</a>
Title I-D Neglected, Delinquent, or At-Risk; Title V-B Rural Education Program; Title IX Homeless Children and Youths	Tina Naillon, Coordinator (208-332-6904) <a href="mailto:tmnaillon@sde.idaho.gov">tmnaillon@sde.idaho.gov</a>
School Improvement/Educator Effectiveness	Tyson Carter, Coordinator (208-332-6917) <a href="mailto:tcarter@sde.idaho.gov">tcarter@sde.idaho.gov</a>
Family and Community Engagement (FACE) Foster Care	Jill Mathews, Coordinator (208-332-6855) <a href="mailto:jmathews@sde.idaho.gov">jmathews@sde.idaho.gov</a>
Funding and Fiscal Accountability	Elmira Feather, Coordinator (208-332-6900) <a href="mailto:efeather@sde.idaho.gov">efeather@sde.idaho.gov</a>
Equitable Services Ombudsman School Choice	Michelle Clement Taylor, Coordinator (208-332-6963) <a href="mailto:mtaylor@sde.idaho.gov">mtaylor@sde.idaho.gov</a>